

Textbook Alignment to the Utah Core – 11th Grade Language Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes X No*

Name of Company and Individual Conducting Alignment: Jennifer B. Bailey

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 11th Gr. Language Arts Core Curriculum

Title: Edge Reading, Writing & Language, Level B ISBN#: 9780736234542

Publisher: National Geographic School Publishing/Hampton Brown

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 85 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 57 %

STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend y and informational grade level text.

Percentage of coverage in the *student and teacher edition* for Standard I: 78 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 3 %

OBJECTIVES & INDICATORS

Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	SE/TE: 33, 35, 65, 99, 133, 259, 261, 291, 325, 803-804 TE: PD30, PD37-47	Edge Interactive Practice Book: 17, 29, 41	
b.	Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek-based words, street slang, dialects, ethnic terms).	SE/TE: 35, 99, 291, 325, 397, 412, 803, 807	Edge Interactive Practice Book: 41, 145	
c.	Determine word meaning through contextual inference. (e.g., combine prior knowledge and text clues to define “trucks” used in an article on skateboarding and an article on transportation).	SE/TE: 13, 131, 133, 155, 157, 209, 248, 308, 373, 412, 452, 472, 498, 598 TE: T128	Edge Interactive Practice Book: 55, 69, 79	
d.	Distinguish between commonly confused words (i.e., allusion /illusion; complement/compliment; imply/infer).	SE/TE: 113, 223, 888-891		
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).				
a.	Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).	SE/TE: 2, 14, 26, 28-29, 42, 60-61, 118, 125, 128-130, 132, 136, 138, 141, 145, 147-148, 199, 228, 299, 534, 546, 548, 550, 553, 556		
b.	Evaluate the effectiveness of multiple internal text structures in a single text.	SE/TE: 404		
c.	Synthesize information from a variety of sources.	SE/TE: 104-105, 214-215, 260, 328-332, 336, 420-428, 430, 433,		

		518, 520-523, 531, 614, 616-617, 750-751, 753		
d.	Analyze multiple texts on the same topic for conflicting information.	SE/TE: 31, 179, 207, 513, 609, 675, 699, 721		
Objective 1.3: (Comprehension of Literary Text): Comprehend literature by analyzing the use of literary elements across genres and cultures.				
a.	Compare plot structures in works of literature (e.g., plot within a plot, multiple points of view, stream of consciousness).	SE/TE: 9, 24, 56, 64, 396, 440, 443, 456, 467, 477, 482, 489, 505 TE:	Edge Interactive Practice Book: 28, 162, 174, 186	
b.	Explore universal character traits across cultures in literature.	SE/TE: 40-57, 64, 676		
c.	Compare recurring and universal themes in literary works.	SE/TE: 259, 479-482 TE: T91	Edge Interactive Practice Book: 32	
d.	Analyze how culture—the shared beliefs, values, and behaviors of a particular society at a particular time and place—is an element of setting.	The opportunity to address this standard can be found on the following pages: SE/TE: 17, 25		
e.	Analyze the use of irony, tone, and/or mood.	SE/TE: 231-233, 290, 470, 458, 896-897, 901	Edge Interactive Practice Book: 108, 112, 167, 182	
f.	Identify the speaker in a poetic text.	SE/TE: 461, 674-675, 698-699, 715 TE: T25, T57, T284, T506	Edge Interactive Practice Book: 250	
STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>88</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 2.1: (Writing to Learn): Analyze and synthesize ideas and information to refine thinking through writing.				
a.	Form conclusions and recommend action.	SE/TE: 207, 328-337, 340, 559, 583, 614-623, 626, 826, 829-830, 833-835	Edge Interactive Practice Book: 77, 103, 193, 237	
b.	Integrate facts, events, or ideas to create new ideas.	SE/TE: 104-105, 214-215, 260, 328-332, 336, 420-428, 463, 518-526, 559, 614-618, 810	Edge Interactive Practice Book: 10, 27, 53, 67-68, 115, 122, 124, 136, 154-155, 193, 216, 223, 230	
c.	Consolidate and synthesize connections between texts, between texts and self, and between texts and different world connections.	SE/TE: 27, 59, 93, 150, 174, 205, 254, 286, 319, 363, 389, 412, 438-441, 443, 446-447, 449-451, 453-460, 467, 473-474, 476-482, 489, 492-495, 499, 502-503, 505, 508-512, 516, 551, 575, 603, 671, 695, 717, 764	Edge Interactive Practice Book: 163, 167, 175, 177-179, 187	
Objective 2.2: (Extended Writing):Write to analyze literary text and explain informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	Select an organizational pattern that suits the topic.	The opportunity to address this standard can be found on the following pages.		

		SE/TE: 102, 212, 328, 420, 518, 614, 826-847		
b.	Provide detailed evidence and examples to substantiate arguments.	SE/TE: 63, 104-105, 153, 179, 214-215, 289, 323, 328-332, 395, 415, 420-428, 483, 513, 518-526, 557, 581, 614-618, 675, 699, 721	Edge Interactive Practice Book: 15, 27, 39, 53, 67, 77, 91, 103, 115, 131, 143, 155, 169, 181, 193, 209, 223, 237, 251, 263, 275	
c.	Support arguments with logic and text references.	SE/TE: 63, 153, 179, 289, 323, 328-332, 395, 415, 420-428, 483, 513, 518-526, 557, 581, 614-618, 675, 699, 721	Edge Interactive Practice Book: 15, 27, 39, 53, 67, 77, 91, 103, 115, 131, 143, 155, 169, 181, 193, 209, 223, 237, 251, 263, 275	
Objective 2.3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> Sufficiently developed key ideas and specific details that directly support and advance the thesis statement. Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions). Correct use of active and passive voice. Consistent, appropriate voice. Words intentionally and skillfully used. Rhythm created through sentence construction (i.e., parallel sentence structure). 	SE/TE: 99, 102-111, 114, 181, 212-221, 224, 291, 328-337, 339-340, 420-429, 432, 485, 518-527, 529-530, 614-623, 626, 677, 723, 816-823, 862, 875, 885	Edge Interactive Practice Book: 15, 27, 39, 53, 67, 77, 91, 103, 115, 131, 143, 155, 169, 181, 193, 209, 223, 237, 251, 263, 275	
b.	Edit for: <ul style="list-style-type: none"> Spelling. Commas with introductory phrases and clauses. Correct use of relative pronouns. Capitalization of the first word in a sentence enclosed in 	SE/TE: 112-113, 222-223, 338-339, 416, 430-431, 528-529, 624-625, 854-855, 879, 882, 888-891		

	parentheses (e.g., “She grinned again. (That grin!)”). • Agreement of pronouns and antecedents.	TE: T146, 424		
STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>90</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to draw conclusions.				
a.	Formulate questions that direct inquiry.	SE/TE: 34, 65, 119, 210, 559, 749		
b.	Analyze information to determine relevance to essential question.	SE/TE: 111, 420-421, 429, 518, 527, 623, 751		
c.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	SE/TE: 208, 423, 751		
d.	Evaluate, use, and cite primary and secondary sources.	SE/TE: 421-425, 429-430, 432-433, 519-520, 522-523, 527, 531, 753, 813, 836-837, 839		
Objective 3.2: (Written Communication of Inquiry): Write to evaluate information and to make recommendations.				
a.	Select an appropriate format to evaluate and report research results.	SE/TE: 99, 260, 291, 419-433, 517-531, 753 TE: T177, T248		
b.	Gather, evaluate, and organize evidence to support a position.	SE/TE: 328-336, 420-425, 518-523, 611, 752-753,	Edge Interactive Practice Book: 27, 53, 67, 143, 181	

		834 TE: T84, T95, T151, T197, T248, T579		
c.	Support evaluations and recommendations using paraphrase, summary, and/or quotations.	SE/TE: 207, 328-337, 340, 559, 583, 614-623, 626, 826, 829-830, 833-835	Edge Interactive Practice Book: 77, 103, 193, 237	
d.	Use informal and formal citations, where appropriate, to support inquiry.	SE/TE: 424-425, 429-430, 432-433, 519-520, 522-523, 527, 531, 753, 813, 836-837, 839		
Objective 3.3: (Oral Communication of Inquiry):Make informative and persuasive presentations using visual aids/technology.				
a.	Determine the purpose for informative and persuasive presentations.	SE/TE: 182, 584-585, 739		
b.	Identify questions to be addressed in refutations.	SE/TE: 292-293, 584-585		
c.	Refute counter-arguments.	SE/TE: 292-293, 584-585		